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# ALTA DISTANCE LEARNING CENTRE

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ELA 1104

## ENGLISH 10-2

Unit 8 Film Study: Extending My Beliefs

### Response Booklet 8 (September 2002)

#### FOR STUDENT USE ONLY

Date Submitted:

Time Spent on Unit:

(If label is missing or incorrect)

File Number:

Unit Number:

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Graded By:

Grading:

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- Has your work been reread to ensure accuracy in spelling and details?
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# English 10-2

## Response Booklet 8

### Advice:

Your marks on this module will be determined by your success on the assignments in this booklet. Your answers indicate your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the pertinent section notes.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

### Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the average Score of the units, the teacher has the discretion to assign a final mark based solely on the examination results.**

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## Unit 8: Film Study-Extending My Beliefs

Students are expected to

1. complete all assignments, including taped oral performances,
2. place a check mark or your initials in the "Completed" column in the chart below to ensure each assignment is in the Response Booklet,
3. then sign the declaration underneath the chart.

Assignment	Complete	<i>Simba's Pride Marks</i>	Alternative Film Marks	Score
1. Section 1: Questions Film Study		20	20	
2. Section 2A or 2B: Questions Opening and/or Part One		25	40	
3. Section 3A or 3B: Analyzing Sequence of Film		15	10	
4. Questions Part Two		20	20	
5. Section 4A or 4B: Analyzing Song Lyrics		15	5	
6. Section 5: Soundtrack Selections & Explanations		15	15	
7. Section 6: Analyzing for Target Audiences		5	5	
8. Creating a CD Cover		15	15	
9. Final Section: Journals		10	10	
10. Vocabulary Log		5	5	
11. Mechanics Pit Stop		5	5	
TOTAL		150	150	X 2/3 = %

I have checked to see that all the required assignments are completed.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Student's Signature)

## Unit 8: Extending My Beliefs

### Section 1: Film Terms and Techniques

Value  
20

#### Assignment 1: Questions Relating to Film Study

#1 and #3: Use *Reading and Writing for Success* for the source of information.

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1. In what ways is a film very much like a short story or a novel?

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2. **DELETE**

3. Define the following terms:

- a. Subject

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- b. Frame

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Continued on next page



c. Lighting

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d. Camera Angle

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e. Cut

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f. Shot

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g. Scene

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h. Sequence

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4. Complete the following chart, describing as well as providing a quick sketch of the seven different types of camera shots.

Type of Shot	Description	Sketch of Shot
high angle shot		
low angle shot		
normal or straight angle shot		
medium shot		
long shot		
tracking shot		
close up		



## Studying the Film

This unit is based primarily upon *The Lion King II: Simba's Pride*.

Printed with edging of this background texture...

- **Film A:** *Simba's Pride*

**OR**

Printed with edging of this background texture...

- **Film B:** *Alternative*

All students must complete assignments in Section 5, Section 6, and Final Section on white pages.

**Value**  
**25**

## 5

1. Consider the apparent purpose and dialogue of Timon and Pumbaa. Who is the intended audience of this film? Give specific details to support your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

- | Pun                             | Play on Words  |
|---------------------------------|--|
| "...let me define babysitting." | Instead of looking after Kiara, which is the meaning of "babysitting", Pumbaa is literally "sitting" on Kiara. |
|                                 |  |



3. Listen carefully to the lyrics of the song “We Are One”.
- a. Write the lines that show Simba’s lesson in responsibility and expectations. Explain how this lesson may be worthwhile for you, the viewer.

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- b. Write the lines that show Kiara’s quest to discover something about herself. Explain how this lesson may be worthwhile for you, the viewer.

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4. Simba breaks his promise to Kiara about not sending anyone to look after her during her first hunt. Kiara is offended. Why? What does the hunt actually represent to her?

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5. Kovu is expected to get close to Kiara and then enact revenge on Simba once he has gained his trust. Why can Kovu not go through with Zira's plan?

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6. Although he wants to tell her, Kovu cannot tell Kiara the truth about Zira's plan for him being with Simba's pride. Why does he walk away in shame?

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### Visual Elements

7. (...moved to next page)
8. Notice carefully the use of black and red during Zira's song "My Lullaby". Identify two purposeful uses of black and red in Part One and explain the idea being communicated by each.

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7. Part One has some visual contrasts. In the following chart, explain the meanings being communicated.

Visual Contrasts		Ideas Communicated
Pridelands	Outlands	
Kiara	Kovu	
Family and expectations of Kiara	Family and expectations of Kovu	

## Section 3A: *Simba's Pride*, Part Two

Value  
15

### Assignment 3: Analyzing a Sequence of Film

10

1. Select three specific shots and analyze them as you saw in the chart on page 10 of your unit booklet.

	Shot 1	Shot 2	Shot 3
Description of Shots			
Camera Angle			
Camera Distance			
Camera Movement			



	Shot 1	Shot 2	Shot 3
Use of Colour			
Use of Line			
Elements of Plot			
Music/Sound Effects			

5

2. Identify three specific symbols other than those provided on page 11 in the Student Booklet. Explain the ideas they communicate.

Symbols	Meanings in the Film



## Assignment 4: Questions Relating to the Film–Part Two

Answer the following questions, giving specific details from Part Two of the film.

1. After Simba invites Kovu into the den for the night, he turns his back on Kovu as they walk towards the opening. Why is this significant?

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2. As the outlanders surround Simba, specific visual aspects communicate their evil intent. Describe two visual aspects that indicate evil.

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3. As Kiara is singing her lines in the song “Love Will Find a Way”, the viewer sees a repeated image that emphasizes how alone Kiara feels without Kovu. Describe this image.

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4. Look carefully at the outlanders as they approach the barren land preparing for the attack on Simba.

a. Describe the colours that you see on the lionesses.

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b. What is suggested by these colours?

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5. As Kiara is trying to convince her father not to fight, he turns to her and says, “but they....” She replies by saying, “Them? – Us... look at them, they are us! What differences do you see?”

a. What differences do you see? (Consider what happens to the colours used for the Outlanders.)

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b. What is the purpose of this change?

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6. Rain falls during the fight scene. As well, a flood develops in which Zira falls to her death. What does floodwater represent in these final scenes?

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7. What idea(s) is communicated by the similarities between this final sequence and the opening sequence?

[illegible]

## Section 4A: Messages About Characters

Value  
15

### Assignment 5: Analyzing Song Lyrics

Your assignment is to discover some of the specific character traits revealed within the songs in *Simba's Pride*.

Song A: "We Are One"—sung by Simba and Kiara

Song Lyrics	
<b>Simba:</b>	<i>"But you'll see every day that we'll never turn away. When it seems all your dreams come undone, we will stand by your side- filled with hope, filled with pride. We are one."</i>
Traits Revealed About <b>Simba</b> :	
<b>Kiara:</b>	<i>"If there's so much I must be, can I just be me-the way I am? Can I trust in my own heart, or am I just one part in some big plan?"</i>
Traits Revealed About <b>Kiara</b> :	
<b>Simba:</b>	<div> <i>"Even those who are gone are with us as we go on. Your journey has only begun- tears of pain, tears of joy. One thing nothing can destroy is our pride deep inside- We are one."</i> </div> <div> <i>We are one, you and I, we are like the earth and sky- One family under the sun. All the wisdom, all the courage that you need you will find when you see We are one."</i> </div>
Traits revealed about <b>Simba</b> :	

**Song B: "My Lullabye"—sung by Zira**

Song Lyrics	
<b>Zira:</b>	<i>"One day when you're big and strong you will be king... ... 'til he learns to be a killer... ...the thrill of Kovu's might roar."</i>
<b>Traits Revealed About Zira:</b>	
<b>Zira:</b>	<i>"I've been exiled, persecuted... ...a dream so pretty... ...Simba's dying gasp, his lioness's mournful cry.. I hate to let them live."</i>
<b>Traits Revealed About Zira:</b>	
<b>Zira:</b>	<i>"The battle will be bloody... the melody of angry growls, a counterpoint of painful howls, a symphony of death... the pounding of drums of war... ...the joy of vengeance. Our flag wil fly against a blood-red sky."</i>
<b>Traits revealed about Zira:</b>	



Song C: "Love Will Find A Way"—sung by Kiara and Kovu

Song Lyrics	
<b>Kiara:</b>	<i>"In a perfect world, one we've never known, we would never be sent to face the world alone. They can have the world, we'll create our own. I may not be brave or strong or smart, but somewhere in my secret heart I know love will find a way."</i>
<b>Traits Revealed About Kiara:</b>	
<b>Kiara:</b>	<i>"Everywhere I go I know I will be home if you are there beside me the dark turning into day Somehow we'll come through now that I've found you- Love will find a way."</i>
<b>Traits Revealed About Kiara:</b>	
<b>Kovu:</b>	<i>"I was so afraid, now I realize that love is never wrong and so it never dies. There's a perfect world shining in your eyes, and if only they could feel it too- the happiness I feel with you- they'd know love will find a way. Anywhere we go we're home..."</i>
<b>Traits revealed about Kovu:</b>	

## Film Study Alternative Assignment

*If you wish to choose a film other than one from the list provided,  
you must consult with you ADLC teacher.*

Your Selected Alternate Film: \_\_\_\_\_

Value  
40

### Section 2B: Alternative Film, Opening and Part One

5

Show your analysis of three shots of the opening sequence.

Description of Shots	Shot 1	Shot 2	Shot 2
Camera Angle			
Camera Distance			
Camera Movement			

	Shot 1	Shot 2	Shot 3
Use of Colour			
Use of Line			
Elements of Plot			
Music/Sound Effects			



Assignment 2: Questions Relating to the Film–Part One

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Audience

1. Who is the intended audience of this film? Defend your answer by referring to specific details.

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2. Complete the chart below by finding two examples of humorous lines and explain them.

Humorous Lines	Reason for Humour

**Character**

3. Select two characters and list three traits about each with details that support them from Part One.

Name of main character: \_\_\_\_\_

Traits	Details

Name of secondary character: \_\_\_\_\_

Traits	Details

4. Identify at least two visual contrasts in Part One of the film and the ideas they communicate.

Visual Contrasts (A contrasts with B)		Ideas communicated
A	B	



5. Identify two purposeful contrasts such as black and red or blue and orange. Explain the idea being associated with each colour and the apparent purpose of the contrast.

<b>Contrasting Colours</b>	<b>Purpose of Contrast</b>

5

### Plot

6. Summarize the conflicts of Part One in the following chart.

<b>Main Character</b>	
<b>Goals</b>	
<b>Opposing Forces or Characters</b>	
<b>Type of Conflict</b>	

Section 3B: Alternative Film, Part Two

Assignment 3: Analyzing a Sequence of Film

Select three specific shots from the second part of the film and analyze them as you saw in the chart on page 10 of your unit booklet for *Simba's Pride*.

	Shot 1	Shot 2	Shot 2
Description of Shots			
Camera Angle			
Camera Distance			
Camera Movement			

	Shot 1	Shot 2	Shot 3
Use of Colour			
Use of Line			
Elements of Plot			
Music/Sound Effects			



## Assignment 4: Questions Relating to the Film—Part Two

1. Choose one of the conflicts faced by the main characters you identified earlier. Explain how the conflict was resolved.

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2. Identify three specific symbols (objects, gestures, items of clothing, etc.) you found in the film and the ideas they communicate.

Symbols	Meaning in the Film

3. Most films contain humour, even if they are very serious. Select three examples and explain what makes each humorous.

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4. Identify two examples of deliberate change in colour or intensity used to convey meaning.

Colour Change	Meaning

5. In the following chart compare the opening and closing sequences of the film.

<b>Similarities</b>	
<b>Differences</b>	
<b>Ideas Communicated by the Similarities and Differences</b>	



## Section 4B: Messages About Characters

### Assignment 5: Analyzing Music and Song Lyrics

Your assignment is to discover some of the specific character traits revealed by the music or songs in the film you have studied.

Song Title, Significant Lyrics, or Music	Traits Revealed About Character

## Section 5: Selecting Songs for a Personal Soundtrack

Value  
15

### Assignment 6: My Soundtrack Selections and Explanations

5

1. Complete the following chart after you have selected your three songs.

Song Information	Song Details	How Song Element Reflects My Values and Beliefs
<b>Title of Song 1:</b> <hr/> <hr/> <hr/> <b>Writer/Composer:</b> <hr/> <hr/> <hr/> <b>Performing Artist:</b> <hr/> <hr/> <hr/>	1.	
	2.	
	3.	

2. You are ready to create a five-paragraph composition to form the explanation for your soundtrack's CD cover insert on the following pages.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Expectations for a Soundtrack Selections and Explanations

Thought and Detail <i>The student...</i>		Writing Skills <i>The student...</i>
5	<b>Excellent</b> <ul style="list-style-type: none"> <li>shows strong and insightful connections between self and music/lyrics</li> <li>chooses music/lyrics that are appropriate and significant</li> </ul>	<b>Excellent</b> <ul style="list-style-type: none"> <li>makes appropriate and effective word and sentence choices</li> <li>arranges ideas in precisely structured paragraphs</li> <li>writes an error-free composition</li> </ul>
4	<b>Proficient</b> <ul style="list-style-type: none"> <li>chooses music/lyrics that are appropriate and somewhat significant</li> <li>shows perceptive connections between self and music/lyrics</li> </ul>	<b>Proficient</b> <ul style="list-style-type: none"> <li>makes appropriate word and sentence choices</li> <li>writes a composition that contains minor errors</li> </ul>
3	<b>Satisfactory</b> <ul style="list-style-type: none"> <li>chooses music/lyrics that are appropriate</li> <li>shows clear connections between self and music/lyrics</li> </ul>	<b>Satisfactory</b> <ul style="list-style-type: none"> <li>makes general, yet clear word and sentence choices</li> <li>writes a composition that shows basic control of conventions</li> </ul>
2	<b>Limited</b> <ul style="list-style-type: none"> <li>chooses music/lyrics that are somewhat appropriate</li> <li>shows some vague or general connections between self and music/lyrics</li> </ul>	<b>Limited</b> <ul style="list-style-type: none"> <li>makes general and vague word and sentence choices</li> <li>writes a composition that shows faltering control of conventions</li> </ul>
1	<b>Poor</b> <ul style="list-style-type: none"> <li>chooses music/lyrics that are not appropriate</li> <li>shows weak or inappropriate connections between self and music/lyrics</li> </ul>	<b>Poor</b> <ul style="list-style-type: none"> <li>makes inappropriate and ineffective word and sentence choices</li> <li>writes an unclear composition due to many errors</li> </ul>

Soundtrack	Possible	Received
Thought & Detail	5	
Writing Skills	5	
<b>Total</b>	<b>10</b>	

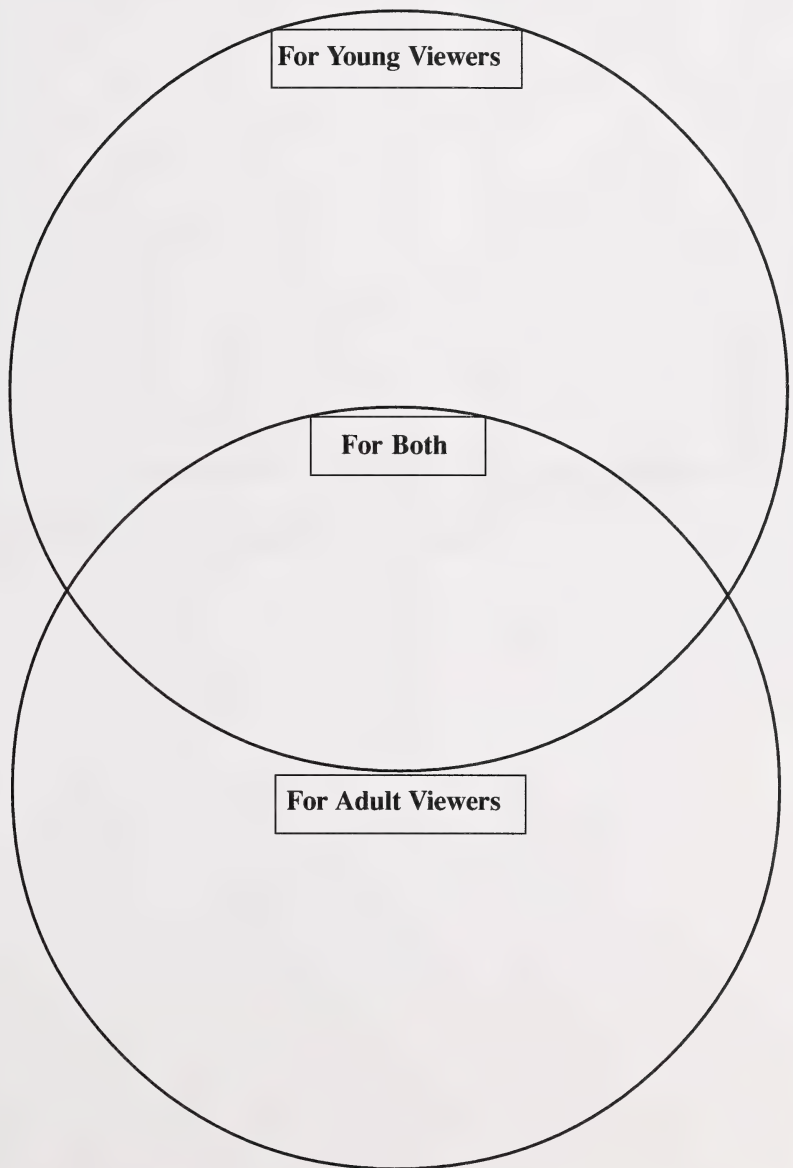
## Section 6: Being An Active Audience

Value  
5

### Assignment 7: Analyzing a Film for Target Audiences

Complete the Venn diagram.

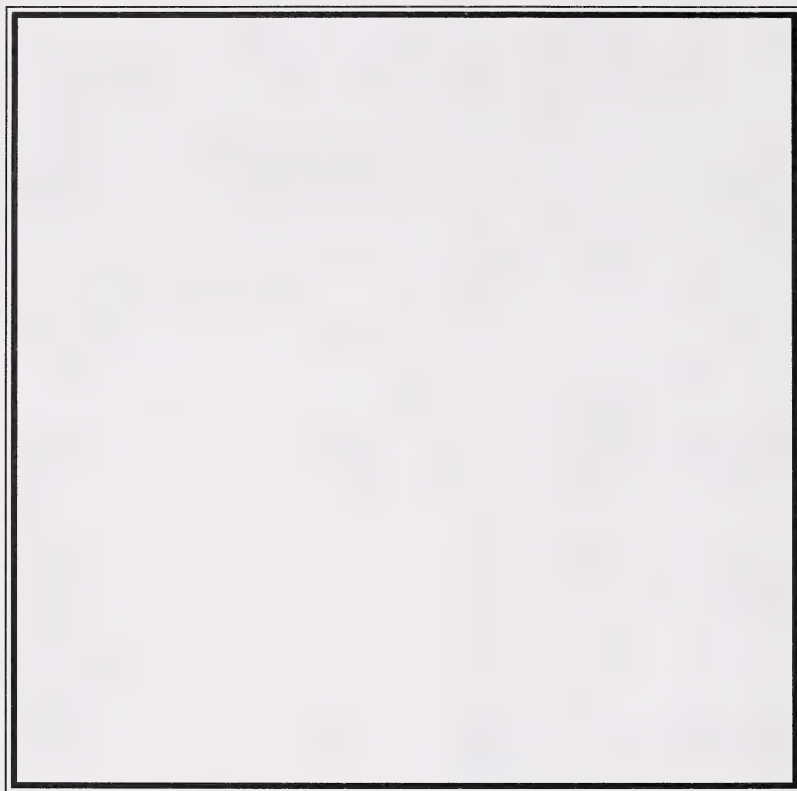
- Show the aspects of the film you studied that are specifically targeted towards children or youth.
- Show the aspects specifically targeted towards adults.
- Show the aspects targeted to both groups of viewers.



Value  
15

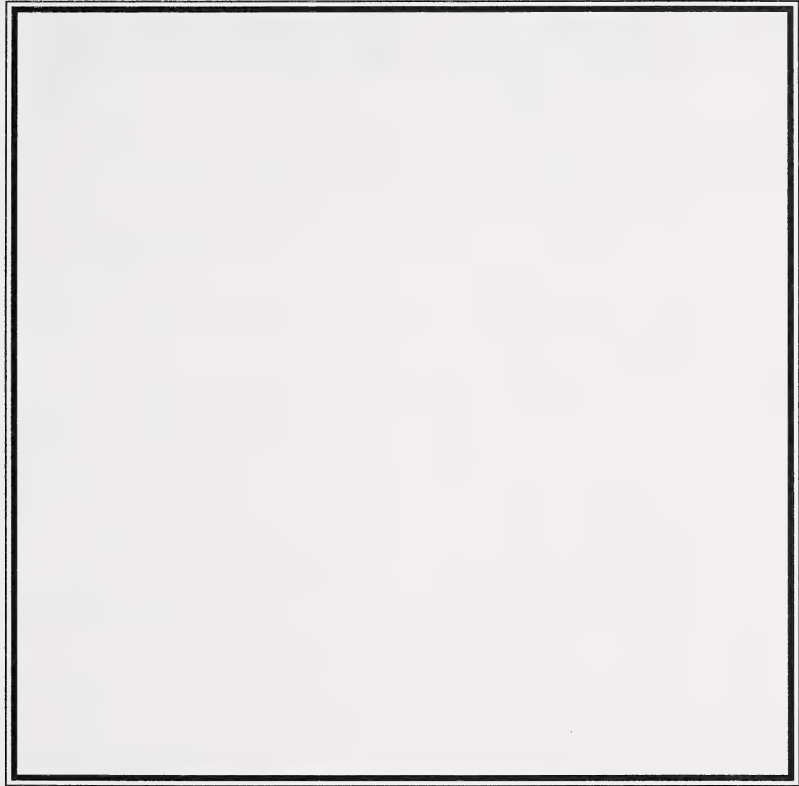
### Assignment 8: Creating a CD Cover

1. Create a CD cover that appeals to a target audience.





2. Create the CD liner notes.



3. Write a paragraph explaining how the features of your cover are designed to reach your target audience.

[illegible]

## Expectations for CD Cover

Visual Representation <i>The student...</i>		Written Explanation <i>The student...</i>
5	<b>Excellent</b> <ul style="list-style-type: none"> <li>creates a visual that engages the target audience</li> <li>uses colour and line creatively for target audience</li> <li>connects deliberately visual, title, and target audience</li> </ul>	<b>Excellent</b> <ul style="list-style-type: none"> <li>communicates with a strong sense of purpose and audience</li> <li>communicates clearly through error-free composition</li> </ul>
4	<b>Proficient</b> <ul style="list-style-type: none"> <li>creates a visual that interests the target audience</li> <li>uses colour and line effectively for target audience</li> <li>connects effectively visual, title, and target audience</li> </ul>	<b>Proficient</b> <ul style="list-style-type: none"> <li>communicates with a sense of purpose and audience</li> <li>communicates clearly despite minor errors</li> </ul>
3	<b>Satisfactory</b> <ul style="list-style-type: none"> <li>creates a visual that connects to the target audience</li> <li>uses colour and line appropriately for target audience</li> <li>connects visual, title, and target audience</li> </ul>	<b>Satisfactory</b> <ul style="list-style-type: none"> <li>communicates with some sense of purpose and audience</li> <li>uses language conventions satisfactorily</li> <li>communicates clearly several errors</li> </ul>
2	<b>Limited</b> <ul style="list-style-type: none"> <li>creates a visual that connects poorly with the target audience</li> <li>uses colour and line inappropriately for target audience</li> </ul>	<b>Limited</b> <ul style="list-style-type: none"> <li>communicates with little sense of purpose and/or audience</li> <li>produces composition blurred by errors</li> </ul>
1	<b>Poor</b> <ul style="list-style-type: none"> <li>creates a visual of little interest to target audience</li> <li>uses colour and line poorly for target audience</li> <li>makes little attempt to connect visual, title, and target audience</li> </ul>	<b>Poor</b> <ul style="list-style-type: none"> <li>communicates with very little sense of purpose and/or audience</li> <li>produces nearly incomprehensible composition</li> </ul>

CD Cover	Possible	Received
Visual Representation	10	
Written Explanation	5	
<b>Total</b>	<b>15</b>	

## Final Section

Value  
10

### Assignment 9: Viewing Journals

Your journal entries should be titled, numbered, and should have your name and file number on each page.

#### Expectations for *Journal Entries*

4-5	Proficient	0 - 3	Developing
	<i>The student...</i> <ul style="list-style-type: none"><li>• provides perceptive thoughts</li><li>• includes clearly detailed content</li><li>• maintains a confident voice throughout</li><li>• organizes ideas clearly</li></ul>		<i>The student...</i> <ul style="list-style-type: none"><li>• lacks clear thought</li><li>• provides inadequate content</li><li>• lacks consistency in voice</li><li>• fails to organize ideas</li></ul>



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Assignment 10: Vocabulary Log

Complete the vocabulary chart below. Add new words you learned in this unit.

Vocabulary list word	Meaning	Synonym
cinematography		
cinematographer		
director		
producer		

	Possible	Received
Vocabulary Log	5	



## Assignment 11: Mechanics Pit Stop

Repair the following sentences with so they have the correct pronouns.

1. Me and Alicia are going to the movies.

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2. My aunt and him run the movie theatre where we are going.

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3. Them have been running the theatre for about a year.

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4. Will Smith is my favourite actor and the star in this film is him.

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5. The movie received a good review by she in the newspaper.

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You are ready to celebrate your achievements, and send your work for grading.  
You can proceed to *Unit 9: Environment: Preserving My Values (Conclusion)*

*End of Response Booklet 8*

